



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

REVIEWS

Ilse Leskien, Schuld and other Stories. Edited, with Notes, Vocabulary, Exercises, and an Appendix by Bayard Quincy Morgan. Oxford University Press, 1915. 12mo., iv + 154, pp. 40c.

We have in this volume four delightful stories. I question, however, whether the average student will appreciate the subtle psychological suggestion of Hansen? The collection is especially adapted for use as first reading in Second Year College classes. The exercises illustrate a review of elementary grammar, and are based on "the early part of the first story only." In several instances they fail to agree with the designated passages of text.

The Appendix, containing Helps to Translation, is quite useful. Not only is some very helpful advice offered in it, but its use is facilitated by constant specific reference thereto in the notes and vocabulary.

The proof is clean. P. 2, l. 16, read *fiel*; Voc., read *Zaun*.

The method is sound, and the editing well done.

Hiram College.

L. E. CANNON.

Carl Schlenker. Bulletin for teachers of German. The University of Minnesota. Current Problems, Number 8. August, 1916. 8vo., vi + 41 pp. 25c.

The discussion of Methods is inadequate but this is partly due to the limited compass of the bulletin. It might at least have been said that the purely conversational method is little used by reputable pedagogues, except in grade work where the best school systems in the United States make large use of it.

The sane attitude towards the direct method is especially to be commended. We have been working for years to further the direct method but we know its dangers in the hands of inadequately prepared teachers.

The bibliography does not, of course, aim at completeness. However, under the heading of Gouin Method, e. g. the best known American publication is omitted, viz. Handschin's *German Series for Beginners*, Series Publishing Co., Oxford, Ohio.

The attitude towards phonetics is also to be warmly endorsed, as well as the hints on speaking German.

Such titles of books as those on Germany written by foreigners like Collier, Singleton *et al.* might well be accompanied by an evaluating remark. The guileless reader should e. g. be cautioned against such a book as Collier's *Germany and the Germans*.

The remarks on the self-improvement of the teacher are excellent.

The most serious defect of the Bulletin is perhaps its inaccuracy in the spelling of proper names. Thus we find *Douden* (pp. 10 and 15) for *Duden*;